



General Assembly

**Substitute Bill No. 7020**

January Session, 2015



**AN ACT CONCERNING EARLY CHILDHOOD EDUCATORS AND INITIATIVES.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (NEW) (*Effective July 1, 2015*) (a) As used in this section,  
2 "bachelor's degree program in early childhood education or child  
3 development" means a bachelor's degree with a concentration in early  
4 childhood education, including, but not limited to, a bachelor's degree  
5 in early childhood education, child study, child development or  
6 human growth and development.

7 (b) On and after July 1, 2015, the Office of Early Childhood shall,  
8 during a review and assessment pursuant to subdivision (4) of  
9 subsection (b) of section 10-16p of the general statutes, as amended by  
10 this act, collect data relating to bachelor's degree programs in early  
11 childhood education or childhood development that have not been  
12 approved by the Board of Regents for Higher Education or the Office  
13 of Higher Education and the Office of Early Childhood from  
14 institutions of higher education that are regionally accredited. The  
15 office shall, at least quarterly, use such data to conduct a trend analysis  
16 of such bachelor's degree programs for the purpose of determining (1)  
17 whether such bachelor's degree programs align with the teacher  
18 preparation standards of the National Association for the Education of  
19 Young Children, and (2) which courses and concentrations offered as

20 part of such bachelor's degree programs align with such teacher  
21 preparation standards.

22 (c) During a review and assessment pursuant to subdivision (4) of  
23 subsection (b) of section 10-16p of the general statutes, as amended by  
24 this act, the office shall consult the results of the trend analysis  
25 conducted pursuant to subsection (b) of this section for the purpose of  
26 determining whether the degree of an individual with a bachelor's  
27 degree in early childhood education or child development or a  
28 bachelor's degree and twelve credits or more in early childhood  
29 education or child development, other than those bachelor's degrees  
30 specified in subparagraphs (B) and (C) of subdivision (2) of subsection  
31 (b) of section 10-16p of the general statutes, as amended by this act, has  
32 a sufficient concentration in early childhood education so as to satisfy  
33 the requirements set forth in said subparagraphs (B) and (C).

34 (d) The office shall make the results of the trend analysis conducted  
35 pursuant to subsection (b) of this section available on its Internet web  
36 site.

37 Sec. 2. (NEW) (*Effective July 1, 2015*) For the school year commencing  
38 July 1, 2017, and each school year thereafter, (1) the local or regional  
39 board of education or regional educational service center operating an  
40 interdistrict magnet school offering a preschool program, or (2) the  
41 governing council of a state or local charter school offering a preschool  
42 program shall obtain accreditation for such preschool program from  
43 the National Association for the Education of Young Children.

44 Sec. 3. Section 10-502 of the general statutes is repealed and the  
45 following is substituted in lieu thereof (*Effective July 1, 2015*):

46 The Office of Early Childhood shall collaborate with and may,  
47 within available appropriations, provide funding to local and regional  
48 early childhood councils [in] for the implementation of early care and  
49 education and child development programs at the local level. Such  
50 early childhood councils shall: (1) Develop and implement a

51 comprehensive plan for an early childhood system for the community  
52 served by such early childhood council, (2) develop policy and  
53 program planning, (3) encourage community participation by  
54 emphasizing substantial parental involvement, (4) collect, analyze and  
55 evaluate data with a focus on program and service outcomes, (5)  
56 allocate resources, and (6) perform any other functions that will assist  
57 in the provision of early childhood programs and services. Such early  
58 childhood councils may enter into memoranda of agreement with the  
59 local or regional school readiness council, described in section 10-16r,  
60 of the town or region served by such early childhood council to  
61 perform the duties and functions of a school readiness council, in  
62 accordance with the provisions of section 10-16r, or if no such local or  
63 regional school readiness council exists for the town or region of such  
64 early childhood council, perform the duties and functions of a school  
65 readiness council, in accordance with the provisions of section 10-16r.

66       Sec. 4. (*Effective from passage*) The Office of Early Childhood shall  
67 develop a plan to assist early childhood education program providers  
68 that accept state funds for infant, toddler and preschool spaces  
69 associated with such program's child care program or school readiness  
70 program in the implementation of the staff qualifications requirements  
71 under subsection (b) of section 10-16p of the general statutes, as  
72 amended by this act. The plan shall include, but need not be limited to,  
73 a means of (1) assisting staff members of such program in obtaining a  
74 bachelor's degree with a concentration in early childhood education,  
75 (2) increasing the salaries of or providing incentives to staff members  
76 of such program who hold a bachelor's degree or otherwise meet such  
77 staff qualifications requirements, and (3) retaining staff members of  
78 such program who hold a bachelor's degree or otherwise meet such  
79 staff qualifications requirements. Not later than January 1, 2016, the  
80 office shall submit the plan and any recommendations to the joint  
81 standing committee of the General Assembly having cognizance of  
82 matters relating to education, in accordance with the provisions of  
83 section 11-4a of the general statutes.

84 Sec. 5. (NEW) (*Effective July 1, 2015*) Not later than July first,  
85 annually, the Office of Early Childhood shall submit a report regarding  
86 the status of school readiness program providers' compliance with the  
87 staff qualifications requirement, described in subsection (b) of section  
88 10-16p of the general statutes, as amended by this act, to the joint  
89 standing committee of the General Assembly having cognizance of  
90 matters relating to education, in accordance with the provisions of  
91 section 11-4a of the general statutes.

92 Sec. 6. Subsection (c) of section 10-506 of the general statutes is  
93 repealed and the following is substituted in lieu thereof (*Effective from*  
94 *passage*):

95 (c) A preschool program created or expanded under this section  
96 shall (1) contain a classroom with an individual who holds  
97 professional certification pursuant to [section 10-145b] chapter 166  
98 with an endorsement in early childhood education or early childhood  
99 special education and is an employee of the board of education  
100 providing a preschool program under this section, (2) maintain a  
101 classroom size and teacher-child ratio that is in compliance with  
102 standards established by the National Association for the Education of  
103 Young Children, (3) obtain accreditation, as described in section 10-  
104 16p, as amended by this act, not later than three years after the creation  
105 or expansion of the preschool program, and (4) be located in a public  
106 school or in a space maintained by an early care and education and  
107 child development program provider, pursuant to an agreement  
108 between a board of education and such early care and education and  
109 child development program provider.

110 Sec. 7. Section 10-515 of the general statutes is repealed and the  
111 following is substituted in lieu thereof (*Effective July 1, 2015*):

112 On or before March 1, 2015, the Commissioner of Early Childhood,  
113 in consultation with the Department of Education, shall develop a  
114 preschool experience survey that [may] shall be included in  
115 kindergarten registration materials provided by local and regional

boards of education to parents or guardians of children enrolling in kindergarten pursuant to section 10-184. The board shall use such survey to collect information regarding (1) whether the child enrolling in kindergarten has participated in a preschool program, and (2) (A) if such child has participated in a preschool program, the nature, length and setting of such preschool program, or (B) if the child has not participated in a preschool program, the reasons why such child did not participate in a preschool program, including, but not limited to, financial difficulty, lack of transportation, parental choice regarding enrollment, limitations related to the hours of operation of available preschool programs and any other barriers to participation in a preschool program. A local or regional board of education shall not require any parent or guardian of such child to complete such survey as a condition of such child's enrollment in kindergarten.

Sec. 8. Subsection (a) of section 10-501 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2015*):

(a) The Office of Early Childhood shall develop and implement an early childhood information system. Such early childhood information system shall facilitate and encourage the sharing of data between and among early childhood service providers by tracking (1) the health, safety and school readiness of all young children receiving early care and education services from (A) any local or regional board of education, including children enrolled in a preschool program under the Connecticut Smart Start competitive grant program, pursuant to section 10-506, as amended by this act, (B) school readiness program, as defined in section 10-16p, as amended by this act, or (C) any program receiving public funding, in a manner similar to the system described in section 10-10a, (2) the characteristics of the existing and potential workforce serving such children, (3) the characteristics of such programs serving such children, and (4) data collected [, if any,] from the preschool experience survey, described in section 10-515, as amended by this act.

149 Sec. 9. Subsection (b) of section 10-16p of the general statutes is  
150 repealed and the following is substituted in lieu thereof (*Effective from*  
151 *passage*):

152 (b) (1) The office shall be the lead agency for school readiness. For  
153 purposes of this section and section 10-16u, school readiness program  
154 providers eligible for funding from the office shall include local and  
155 regional boards of education, regional educational service centers,  
156 family resource centers and providers of child day care centers, as  
157 defined in section 19a-77, Head Start programs, preschool programs  
158 and other programs that meet such standards established by the  
159 commissioner. The office shall establish standards for school readiness  
160 programs. The standards may include, but need not be limited to,  
161 guidelines for staff-child interactions, curriculum content, including  
162 preliteracy development, lesson plans, parent involvement, staff  
163 qualifications and training, transition to school and administration.  
164 The office shall develop age-appropriate developmental skills and  
165 goals for children attending such programs. The commissioner, in  
166 consultation with the president of the Board of Regents for Higher  
167 Education, the Commissioners of Education and Social Services and  
168 other appropriate entities, shall develop a professional development  
169 program for the staff of school readiness programs.

170 (2) For purposes of this section:

171 (A) Prior to July 1, 2015, "staff qualifications" means there is in each  
172 classroom an individual who has at least the following: (i) A childhood  
173 development associate credential or an equivalent credential issued by  
174 an organization approved by the commissioner and twelve credits or  
175 more in early childhood education or child development, as  
176 determined by the commissioner or the president of the Board of  
177 Regents for Higher Education, after consultation with the  
178 commissioner, from an institution of higher education (I) accredited by  
179 the Board of Regents for Higher Education or Office of Higher  
180 Education, and (II) regionally accredited; (ii) an associate's degree with  
181 twelve credits or more in early childhood education or child

182 development, as determined by the commissioner or the president of  
183 the Board of Regents for Higher Education, after consultation with the  
184 commissioner, from such an institution; (iii) a four-year degree with  
185 twelve credits or more in early childhood education or child  
186 development, as determined by the commissioner or the president of  
187 the Board of Regents for Higher Education, after consultation with the  
188 commissioner, from such an institution; or (iv) certification pursuant to  
189 section 10-145b with an endorsement in early childhood education or  
190 special education;

191 (B) From July 1, 2015, until June 30, 2020, "staff qualifications" means  
192 that for each early childhood education program accepting state funds  
193 for infant, toddler and preschool spaces associated with such  
194 program's child day care program or school readiness program, (i) at  
195 least fifty per cent of those individuals with the primary responsibility  
196 for a classroom of children hold (I) certification pursuant to section 10-  
197 145b with an endorsement in early childhood education or early  
198 childhood special education, or (II) a bachelor's degree with a  
199 concentration in early childhood education, including, but not limited  
200 to, a bachelor's degree in early childhood education, child study, child  
201 development or human growth and development, from an institution  
202 of higher education accredited by the Board of Regents for Higher  
203 Education or Office of Higher Education, and regionally accredited,  
204 provided such bachelor's degree program is approved by the Board of  
205 Regents for Higher Education or the Office of Higher Education and  
206 the Office of Early Childhood, and (ii) such remaining individuals with  
207 the primary responsibility for a classroom of children hold an associate  
208 degree with a concentration in early childhood education, including,  
209 but not limited to, an associate's degree in early childhood education,  
210 child study, child development or human growth and development,  
211 from an institution of higher education (I) accredited by the Board of  
212 Regents for Higher Education or Office of Higher Education, and (II)  
213 regionally accredited, provided such associate degree program is  
214 approved by the Board of Regents for Higher Education or the Office  
215 of Higher Education and the Office of Early Childhood; and

216 (C) On and after July 1, 2020, "staff qualifications" means that for  
217 each early childhood education program accepting state funds for  
218 infant, toddler and preschool spaces associated with such program's  
219 child day care program or school readiness program, one hundred per  
220 cent of those individuals with the primary responsibility for a  
221 classroom of children hold (i) certification pursuant to section 10-145b  
222 with an endorsement in early childhood education or early childhood  
223 special education, or (ii) a bachelor's degree with a concentration in  
224 early childhood education, including, but not limited to, a bachelor's  
225 degree in early childhood education, child study, child development or  
226 human growth and development, from an institution of higher  
227 education (I) accredited by the Board of Regents for Higher Education  
228 or the Office of Higher Education, and (II) regionally accredited,  
229 provided such bachelor's degree program is approved by the Board of  
230 Regents for Higher Education or the Office of Higher Education and  
231 the Office of Early Childhood.

232 (3) Any individual with a bachelor's degree in early childhood  
233 education or child development or a bachelor's degree and twelve  
234 credits or more in early childhood education or child development,  
235 who, on or before June 30, 2015, is employed by an early childhood  
236 education program that accepts state funds for infant, toddler and  
237 preschool spaces associated with such program's child day care  
238 program or school readiness program shall be considered to meet the  
239 staff qualifications required under subparagraphs (B) and (C) of  
240 subdivision (2) of this subsection. No such early childhood education  
241 program shall terminate any such individual from employment for  
242 purposes of meeting the staff qualification requirements set forth in  
243 subparagraph (B) or (C) of subdivision (2) of this subsection.

244 (4) Any individual with a bachelor's degree in early childhood  
245 education or child development or a bachelor's degree and twelve  
246 credits or more in early childhood education or child development,  
247 other than those bachelor's degrees specified in subparagraphs (B) and  
248 (C) of subdivision (2) of this subsection, may submit documentation



249 concerning such degree for review and assessment by the office as to  
 250 whether such degree has a sufficient concentration in early childhood  
 251 education so as to satisfy the requirements set forth in said  
 252 subparagraphs (B) and (C).

253 (5) Any individual with an associate's degree with twelve credits or  
 254 more in early childhood education or child development, as  
 255 determined by the commissioner or the president of the Board of  
 256 Regents for Higher Education, after consultation with the  
 257 commissioner, from an institution of higher education (A) accredited  
 258 by the Board of Regents for Higher Education or Office of Higher  
 259 Education, and (B) regionally accredited, who has been employed in  
 260 the same early childhood education program that accepts state funds  
 261 for infant, toddler and preschool spaces associated with such  
 262 program's child day care program or school readiness program since  
 263 1995 shall be considered to meet the staff qualifications required under  
 264 subparagraphs (B) and (C) of subdivision (2) of this subsection until  
 265 June 30, 2025. On and after July 1, 2025, such individual shall hold a  
 266 childhood development associate credential or an equivalent  
 267 credential, described in subparagraph (A) of subdivision (2) of this  
 268 subsection, or otherwise meet the staff qualifications required under  
 269 subparagraph (C) of subdivision (2) of this subsection. Any such  
 270 individual who terminates his or her employment with such early  
 271 childhood education program on or before June 30, 2025, and accepts a  
 272 position at another early childhood education program accepting state  
 273 funds for spaces associated with such program's child day care  
 274 program or school readiness program shall submit documentation of  
 275 such individual's progress toward meeting the staff qualification  
 276 requirements set forth in subparagraph (B) or (C) of subdivision (2) of  
 277 this subsection in a manner determined by the office.

This act shall take effect as follows and shall amend the following sections:

Section 1	July 1, 2015	New section
Sec. 2	July 1, 2015	New section

Sec. 3	<i>July 1, 2015</i>	10-502
Sec. 4	<i>from passage</i>	New section
Sec. 5	<i>July 1, 2015</i>	New section
Sec. 6	<i>from passage</i>	10-506(c)
Sec. 7	<i>July 1, 2015</i>	10-515
Sec. 8	<i>July 1, 2015</i>	10-501(a)
Sec. 9	<i>from passage</i>	10-16p(b)

**APP**      *Joint Favorable Subst.*